Griffith UNIVERSITY
Queensland, Australia

Position Description

Position Title	Lecturer / Senior Lecturer in Clinical Education
Group/Portfolio	School of Medicine and Dentistry, Griffith Health
Classification	Lecturer (Level B) / Senior Lecturer (Level C)
Position Number	00055779
Reports To	Program Director, Doctor of Medicine, Gold Coast
Employment Type	Full-Time, Continuing

1.0 Position Purpose

A Lecturer is expected to make contributions to the teaching effort of the School of Medicine and Dentistry and to carry out activities to maintain and develop scholarly, research and/or professional activities relevant to the discipline of medicine. The Lecturer in Clinical Education makes a significant contribution to curriculum development, course delivery, course convenorship and assessment in Phases 1 and 2 of the Doctor of Medicine program, with a focus on teaching, learning and assessment of foundational medical sciences including anatomy, physiology, biochemistry and pharmacology.

In addition, a successful candidate appointed as Senior Lecturer in Clinical Education is also expected to play a significant leadership role in clinical teaching and assessment across the three phases of the Doctor of Medicine (MD) program, including in clinical skills and communication skills as well as clinical assessment development and delivery. The candidate will also provide academic leadership to foster teaching innovations and excellence in scholarship, service and/or professional activities.

The incumbent will support the School's educational mission in relation to the medical program. They will contribute to the implementation of high-quality learning and assessment activities in the Doctor of Medicine program. The incumbent will also contribute to the broader mission of the School, through scholarly and service activities as negotiated with their Academic Supervisor. A Lecturer / Senior Lecturer is expected to carry out independent and/or team research and may supervise postgraduate research students.

2.0 Eligibility Requirements

- Possession of a medical degree from a recognised educational institution.
- Possession of a doctoral or masters qualification of equivalent accreditation and standing and / or professional fellowship.
- For Senior Lecturer, demonstrated expertise and experience in leading and managing courses / modules and assessment within an MD curriculum.

3.0 Key Responsibilities

This position description incorporates the full scope of academic responsibilities for this level. Actual expected responsibilities are applied in accordance with individual work profiles and in consultation with the incumbent's Academic Supervisor.

- Foster an outstanding student experience and encourage active participation and engagement in learning and teaching across the spectrum of the School's undergraduate, and postgraduate program suite facilitating high quality, student-centred learning activities.
- Support the MD program's overarching vision of promoting and supporting a focus on patients and the community.
- Undertake leadership responsibilities in the development and delivery of content in the Doctor of Medicine curriculum, including convenorship of courses and modules, as well as assessment in Phases 1, 2 and 3.
- Continuously improve teaching practice through professional development and critical reflection informed by a range of evaluation approaches.
- Inform the quality, innovation, currency and evidence-base of teaching and learning through scholarly activities, commitments and outputs.
- Support high quality learning and teaching strategies that facilitate improved student retention, employability and successful outcomes for students, including team-based learning and capstone experiences.
- Foster innovation and a future-focused approach to support high quality learning and teaching outcomes for students evidenced by technology enhanced learning, problem oriented, authentic learning and assessment practices.
- Provide educational contributions through responsibility for academic courses, including program coordination and/or conducting tutorials, practical classes, demonstrations, workshops, student field excursions, clinical or studio sessions, and student consultation, marking and assessment activities.
- Undertake research that has the potential to achieve impact on policy and practice in the wider community.
- Support a student-centred service culture and establishment of positive, respectful and supportive relationships between staff and students.
- Develop meaningful and impactful partnerships with the broader community, by actively engaging and collaborating with external stakeholders.
- Contribute to the enhancement of the School's standing and reputation by promoting educational and research activities with external communities.
- Promote and enhance student learning experiences through engagement with industry and broader community to develop work integrated learning opportunities and support employability initiatives.
- Support, ensure and maintain compliance with relevant legislation and University policies and procedures, including equity and health & safety and exhibit good practice in relation to same.
- Being a leading example of the principles and values embodied in the University's Code of Conduct and the Health Group Charter, and behave, act, and communicate at all times to reflect respect, fairness, ethics, and professionalism.

4.0 Key Capabilities

- Griffith University identifies the attributes of resilience, flexibility, creativity, digital literacy and entrepreneurship as critical to our graduates' success, in the rapidly changing future

world of work. We have established a Griffith University Capability Development Framework to provide a common language of some of the non-technical organisation skills that will support our staff to thrive now and into the future. The Capability Development Framework will assist you to understand the current skill level of this position in the non-technical but critical skill domains that are increasingly important in a changing workplace context.

To read about some of the non-technical organisation skills for this position, please see the Leads Self section of our Capability Development Framework.